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ABSTRACT

This is the 1970 statement of the Washington Education Association's policy on de facto segregation in Washington State. The extent of de facto segregation is reviewed statistically; the major ethnic groups in the State being Negro, Oriental, Mexican, and American Indian. These data are analyzed and discussed in terms of the causes and effects of segregation. The main body of the report is devoted to the Association's recommendations to the Representative Assembly. The Association recommends breaking down de facto segregation in education, revising curricula, educating school personnel, enforcing fair housing practices, and reforming the present welfare system. In addition, the distribution of racial and ethnic groups is given in terms of personnel, teachers, and schools. [Because of the contrast of the print of the original document, several pages may not reproduce clearly.] (Author/JW)

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WASHINGTON EDUCATION ASSOCIATION'S POLICY ON *DE FACTO* SEGREGATION IN WASHINGTON STATE

1970

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The Unwilling Isolation of a Minority

De facto segregation in the public schools is a condition that results from discrimination in housing. De facto segregation of professional staff results from discrimination in employment and assignment practices.

De facto segregation, as it pertains to general community conditions, represents an absence of freedom of choice in housing that leads to relatively high concentrations of Negroes and other minority groups in certain schools within a school district. Under these conditions there is a tendency for ethnic differences between schools to be perceived as de facto segregation.

In some areas of the country de facto segregation has been defined numerically. For example, in certain states a school in which more than 50 per cent of the student body is Negro is considered to be de facto segregated. WEA's Committee on De Facto Segregation does not believe a solely statistical approach to de facto segregation meets the needs of education. Such a definition is unnecessarily restrictive, particularly in terms of the Committee's concern for placing the question in the context of a statewide problem. Furthermore, such a statistical definition does not allow for consideration of schools that are de facto segregated by the fact that they are all-white. Such schools offer limited inter-cultural and inter-ethnic experiences for students.

The Committee recommends that de facto segregation be defined in terms of racial isolation that generates feelings of rejection or superiority. Feelings created by isolation have injurious effects on educational achievement. Such isolation also contributes to misunderstandings between races.

In the school staff, racial discrimination is detrimental because it probably represents a real or implied policy. This may take the form of a determination not to employ qualified personnel from among minority groups, of adherence to unreasonable standards of selection, or of designation of a limited locale for placement. One remedy would be a forceful statement of enlightened personnel policies, the implementation of which might include a vigorous recruitment program, a conscious effort to place minority members in every geographical and operational segment of the school district, and provisions for involving citizens of many cultures in effecting a well-rounded school offering for children.

Freedom of choice should be the prime characteristic of the open society this nation seeks to become. The public schools should reflect and help to implement such freedom and openness. To the extent that the present patterns of school organization (including the neighborhood school) may coalesce with an absence of freedom in housing, they contribute to de facto segregation. This is not to argue that defining de facto segregation

as racial isolation is the first step toward totally abandoning present patterns of neighborhood school organization. Neighborhood schools enrolling representative proportions of population groups can and do make important contributions. However, they must be neither a trap to those who feel their freedom is restricted nor a haven for those who would reject others.

The essence of de facto segregation is racial isolation. In Washington state it constitutes the unwilling isolation of a minority by the restrictive actions of a majority.

NATIONAL CONCERN

As Americans we are proud of our avowed belief in the worth and dignity of every person and of our historic goals of building a unified nation from many different national and ethnic groups. The respected position of the United States among the nations of the world was developed through the multi-cultural contributions of people from many lands. The American culture is indeed unique. With benefit to all, the United States has blended together the cultural strengths of diverse groups . . . Italians, Irish, English, Scandinavians, Poles, Germans, Orientals and many others. Americans are now engaged in a national effort to continue this productive process by providing freedom of social action for another ethnic group -- the Afro-American.

"Many persons hold the simple assumption that elimination of the strictures on action directly due to skin color would somehow erase all the social deficits held by Negroes," wrote James Coleman in Race Relations and Social Change. "Though the elimination of skin-color constraints is far from complete realization, enough such change has occurred, principally through legal action and legislation, to make quite clear that the other deficits will not be automatically erased, even if skin color came to play no part in human interaction."

We know that we can and should provide this freedom not only because we have succeeded so well with other groups, but more importantly, because it is constitutionally and morally right. The need to do this is one of America's most urgent domestic concerns.

National facts substantiate the urgency of assimilation and equal opportunity:

- The vast majority of Negroes live in segregated housing.

- The unemployment rate for Negroes is twice that for Caucasians.

- The median family income of Negroes is only 58 per cent of that of Caucasian families.

- Seventy-five per cent of the Negro elementary students in the nation's cities are in schools with enrollments that are 90 per cent or more Negro.

The increasing migration of Negroes to urban centers has resulted in problems of crisis proportions. Urban problems have not materialized in the state of Washington to the degree experienced in other sections of the United States. However, present migration and population trends indicate the growth of similar concerns in Washington cities. If we begin now, in most parts of our state we can solve our segregation problems with a reasonable amount of concentrated effort and enlightened public leadership. Even in our cities we can more easily correct the inequities and segregation problems if we take immediate action.

SEE CHART ON FOLLOWING PAGE

SUMMARY OF ENROLLMENTS BY CLASS OF DISTRICT
IN WASHINGTON STATE

Class of District	Number of Districts	Enrollment	
		Elementary	Secondary
First	63	318,600.64	268,271.06
Second	212	86,609.00	75,864.13
Third	64	3,340.00	771.00
Totals	339	408,549.64	344,906.19

PERCENTAGE OF RACIAL AND ETHNIC DISTRIBUTION
OF GRADED PUPILS IN WASHINGTON SCHOOLS*

Racial or Ethnic Group	Number of Pupils	Percentage of Total Enrollment
Caucasian	739,505	94.62
Negro	18,161	2.32
Oriental	10,060	1.29
Indian	9,172	1.17
Other	4,650	0.59

*332 school districts reporting out of 333 operating districts

RANGE OF PERCENTAGE OF
DISTRICT ENROLLMENT OF MINORITY GROUPS

	Maximum	Minimum
Negro	15.4	0.1
Oriental	7.0	0.1
Indian	100.0	0.1
Other	25.5	0.1

RACIAL AND ETHNIC DISTRIBUTION
OF CERTIFICATED PERSONNEL

	Full-Time	Per Cent of Full-Time Staff	Part-Time	Per Cent of Part-Time
Caucasian	34,966	97.86	3,022	98.24
Negro	364	1.02	8	0.26
Oriental	254	0.71	18	0.59
Indian	62	0.17	18	0.59
Other	87	0.24	10	0.33
Totals	35,733	-----	3,076	-----

SEGREGATION IN WASHINGTON SCHOOLS

In the state of Washington problems of de facto segregation are a relatively new phenomenon. Until the early 1950s minority groups were small and concentrated in limited geographical areas. Numbers were so small that they did not exceed our definition of de facto segregation. In 1940, the state population included 11,237 American Indians, 10,067 Orientals and 7,252 Negroes.

By 1960, however, the Negro population in the state had increased to 48,738. The Oriental population had grown to 22,143. The American Indian population had increased to 21,076. During the period 1950-60 the Negro population was concentrated in two major cities -- Seattle and Tacoma. This concentration accentuated Washington's problems.

The present school situation is well illustrated by the racial composition of school enrollments in Seattle. The ethnic count of October 1967 indicated that the Negro school population had reached 9,895 -- 10.4 per cent of the total school population. The growth rate in Tacoma was approximately the same.

Thirty-one schools had 50 per cent or more non-Caucasian enrollment; the number of districts represented was 11. Thirty-one other schools had 30 per cent to 49 per cent non-Caucasian enrollment; they were in 14 school districts. Thirty-five school districts had at least 10 per cent non-Caucasian enrollment.

Three districts accounted for 34.8 per cent of the total Negro enrollment. Only 36 school districts out of 333 had Negro enrollments equal to 25 pupils, or 1.0 per cent of the total district enrollment. Consequently, only ten per cent of the school districts in the state were able to provide multi-racial educational settings with their boundaries as presently constituted.

The concentration and segregation of professional staff also affects the quality of education. A recent survey by the state superintendent of public instruction revealed the following percentages of racial and ethnic distribution of certificated personnel.

Data provided by Washington school districts and teacher training institutions indicate that pupil-personnel services have not generally been adequate to meet the needs of the changing school population, especially in the urban center. And teacher-education institutions have not generally developed programs adequate for preparing teachers to work in a multi-ethnic school environment.

In sum, Negro students are concentrated in urban centers.

Negro enrollment is concentrated in specific schools within the urban districts.

The vast majority of Washington students does not have the opportunity to become acquainted with individual students of differing cultural groups.

The concentration of Negro youth is increasing at a rapid rate.

There is a lack of at least proportional representation of multi-racial groups in the educational staff of Washington school districts.

In view of the present concentration of Negro youth and increasing migration of rural youth to urban centers, inter-group education is becoming more important in all sections of the state. Youth who grow up in an all-white community are as culturally deprived as urban youth in coping with realities of a multi-ethnic society.

EDUCATIONAL CONCERNS

Washington state has historically provided a high quality of education for its youth. This statement is borne out by a recent unpublished study by John Wilson, assistant professor of economics at Yale University, which analyzed and ranked various aspects of living conditions within the 50 states. Washington placed second in the field of education in this ranking. Another study conducted by the NEA, Ranking of States, 1966, consistently placed Washington high in a number of educational categories:

- Washington ranked first in the number of students passing the armed forces mental test.

- Washington ranked second in the median years of education completed by its students (12.1 years).

- Washington ranked second in the per cent of school-age children attending school.

- Washington ranked 11th in total current educational expenditures as a percentage of personal income (4.5 per cent).

This commitment to education as evidenced by support for a good-quality school program has affected all aspects of the educational program in Washington. Both the state legislature and other school forces have sought practical and rational solutions to school problems. An example of the legislative support is found in the development of programs to resolve educational disadvantages for the physically, mentally, and emotionally handicapped. In so doing, the state has recognized the need for providing diverse types of special education necessary to maximize the educational attainments of all individuals and groups. Such programs have sought to compensate for and, where possible, to eliminate obstacles to the attainment of educational goals. These efforts must be enlarged to meet the needs of minority-group pupils.

ACHIEVEMENT

Numerous scientific studies show no innate racial differences in ability. However, the average educational achievements of Negro youth are below those of other American youth. Research findings have indicated that:

- Negro children who attended predominantly Negro schools did not achieve as well as other children.

- The longer Negro students are in school, the farther they fall behind (approximately one year for every four years in school).

- Negro men 14 years of age and older have attained 8.3 median years of schooling compared with 10.6 years for Caucasian men (1960).

- The per cent of Negroes completing high school is precisely half the per cent of whites completing high school.

- Three times as many non-whites (23 per cent) are functionally illiterate as are whites (7 per cent).

- Negro college attendance is proportionately about half that of whites (1960).

- Negroes in predominantly Negro schools tend to have lower educational aspirations and more frequently express a sense of personal inability to influence their futures than Negro students with similar backgrounds attending white-majority schools.

- Regardless of their own family backgrounds, individual students achieve better in schools where most fellow students have advantaged backgrounds.

- Segregated schools, both white and Negro, provide inferior education, by definition, because they fail to prepare students for life in America's pluralistic society.

- Racial isolation is self-perpetuating. School attendance in racial isolation generates attitudes on the part of both Negro and Caucasian which tend to alienate them from each other.

These same types of educational differences are found in segregated schools in the state of Washington. Studies within an urban district in Washington have indicated that:

- The dropout rate from predominantly Negro schools is 30 per cent higher than the district's average at large.

- Absenteeism is 35 per cent higher than the district's average.

- Suspension rates are 45 per cent above the district average.

- Achievement levels of schools within predominantly Negro and other lower socio-economic areas are substantially lower than the district average.

- Preliminary evidence on three years of voluntary and mandatory transfer programs, in one of the urban school districts, shows that students achieved better in the integrated environment than did the students who remained in the essentially segregated environment.

CAUSES OF LOW EDUCATIONAL ACHIEVEMENT BY NEGROES

The Negro child suffers from handicaps that result from deprived socio-economic background, a negative self-image, and a sense of futility.

SOCIO-ECONOMIC DEPRIVATION

There is general agreement that satisfaction of the so-called basic needs is necessary before human beings can become concerned with and perform higher-level functions. With children adequate nutrition, sleep and rest heighten the probability of their being able to perform competently in school. Adequate living conditions, clothing, exercise, and availability of medical care all contribute to students' increased achievement.

For children of low-income families public health statistics show a greater incidence of dental problems, defective vision, impaired hearing, and tuberculosis. In addition, such families receive less adequate medical care for illnesses that sap their energies.

These unmet basic needs adversely influence learning in a number of ways. Because much of the energy and attention of the child is directed to his immediate needs, he is less able to attend to learning and school tasks which seem to him less urgent and obviously not very relevant to his present state. Even if the child becomes accustomed to a low level of living, his energy level is too low to cope with the complex demands of learning. The satisfaction of immediate goals is necessarily more important to these children and their parents than the pursuit of distant goals. Present orientation becomes far more central in their conception of things than long-range planning. Education and preparation for a skilled job or a profession, however, are long-term goals. One must have some economic security or stability, if one is to hope to finish high school and college.

In addition to the normal learning problems encountered by all culturally deprived children, the Negro child also suffers from the special problems created by the prejudices and attitudes of others. Another deterrent to school achievement of many Negro children is the cultural deprivation which results from segregation and poverty. This cultural handicap includes paucity of books, slight emphasis on reading in the home, the style of speech a child learns from his family, and limited insight of the value of education in the home.

The inadequacy of socio-economic opportunities of our Negro population is substantiated by the following statistics:

- The median income of America's non-white population is $3,971, as compared with a $7,170 median income for the white population.

- The median income gap between Negro and white is widening.

- The unemployment rate for the non-white population is more than twice that for the white population.

- The per cent of whites employed in white-collar work is five times that of non-whites.

- Twenty-nine per cent of all Negro families live in substandard housing.

- The Negro death rate from childhood diseases is six times that for white children.

- Life expectancy of Negroes is seven years shorter than of whites.

SELF-CONCEPTS OF NEGRO CHILDREN

Many minority-group children perceive themselves as objects of derision and disparagement. They feel socially rejected by the prestigious elements of society. Self-degradation is typical and adversely affects their educational achievement. Feelings of unworthiness and inferiority result in low levels of aspiration and desire to achieve. These generate emotional and disciplinary problems in school. Apparent discrimination evokes hostilities that impair student-teacher relationships.

Textbooks used in most schools fail to portray accurately or adequately the Negro culture, heritage and contributions to society. Almost exclusive emphasis on Caucasian heritage and contributions adds to the Negro's feelings of inferiority. A recent review of educational materials, The Treatment of Minority in Secondary-School Textbooks, revealed that textbooks generally are void of facts about the position of Negroes in American society. The report concludes that:

"There is a tendency to treat racial inequality and attempts at its eradication with complacent generalizations, not hard facts. In most cases, the presentation of the 1954 Supreme Court decision on public school desegregation bypasses any consideration of the underlying principles and of the subsequent, ongoing attempts at both compliance and evasion. The achievements of living Negro Americans are mentioned in only a small minority of books. Residential segregation by race is seldom discussed.

"Historically, American Negroes continue to be portrayed primarily as simple, childlike slaves and as uneducated, bewildered freedmen. Most textbooks do not chronicle the achievements of this people in the years from 1876 to the present. Where attention is given to outstanding Negroes in American history, the presentation is insufficient to counterbalance the previously created sterotype of a racially inferior group.

"The scientific knowledge underlying sound understanding of the basic similarity and equality of the races of mankind is absent from the great majority of the textbooks.

"With few exceptions, photographs and other illustrations in textbooks continue to portray America as an all-white nation, not as an interracial and increasingly integrated one."

SENSE OF FUTILITY

The child soon learns from the evidence around him that he does not have the same opportunities to attain an income level, status, employment, or housing equal to that of whites. Such an awareness generates a fatalistic feeling that regardless of his educational attainment, he cannot change the situation. Passivity, defeatism, and hostility grow from this sense of futility. Those characteristics are reinforced by peers and parents who have encountered similar frustrations. The child learns to expect to be frustrated in meeting his basic needs. This frustration affects his views about the value of education, his aspirations, and his relationship to his environment. Attitudes emerging from such experiences adversely affect his desire to achieve in school.

FAMILY PATTERNS

A large body of research indicates that the absence of the father in many families has a debilitating effect on social and educational development of children. Economic insecurity, the demoralizing effects of welfare programs on the male ego, and extreme frustration create problems of family cohesion within the Negro community.

Martin Deutsch found that lower-class Negro children from broken homes were far more likely to score below grade-level on tests of achievement than were their classmates from intact families. Deutsch and Brown have reported that a difference of about eight points on intelligence tests is attributable to absence of the father from the home. The inferior economic position of the adult Negro male is also relevant. In the matter of occupational choice, the Negro boy has few family models to emulate.

COMPENSATORY EDUCATION PROGRAMS

The effectiveness of compensatory education in special programs for physically, mentally, and emotionally handicapped children has been demonstrated. Such programs can (and many do) provide valuable assistance in meeting the special educational needs of minority groups. Recent research, however, has indicated that compensatory education programs by themselves are not sufficient to offset minority-group educational handicaps. The United States Commission on Civil Rights in a study entitled Racial Isolation in the Public Schools indicated that:

- Academic gains previously noted for minority-group youngsters in compensatory programs are not maintained over the calendar year.

- Compensatory education programs on the present scale are unlikely to improve significantly the achievement of Negro students isolated by race and social class.

- Negro children attending desegregated schools that do not have compensatory education programs perform better than Negro children in racially isolated schools with compensatory programs.

Other evaluations of compensatory programs support the Commission's statement that such education, carried out in schools that are isolated by race and social class, does not have lasting effects on improving the achievement of students. In addition, an evaluation of the More Effective Schools Program in New York City indicated that the program did not improve behavior of children.

Research relating to the effectiveness of the compensatory education programs is limited, and additional research is necessary to substantiate preliminary findings. However, this growing body of knowledge makes it apparent that compensatory education alone is not adequate and that well-designed programs of integrated education are essential to reduce the need for compensatory instruction.

DESEGREGATION

The United States Office of Education research report, Equality of Educational Opportunity, an evaluation of recently desegregated schools and numerous other school practices bearing on the educational implications of de facto segregation, concludes that:

- Desegregation has led to significant increases in Negro academic achievement.

- The academic achievement of white students in desegregated classrooms does not suffer by comparison with the achievement of such students in all-white classrooms.

- The longer Negro students are in desegregated schools the better are their academic achievement and their attitude.

- Non-academic benefits (development of understanding, respect for minority groups, and dispelling of stereotyping) accrue to white students who attend desegregated schools.

- Desegregation exacts a psychological cost from Negro students but this is more than compensated for by the expansion of opportunity.

- Students who attend integrated schools are more likely (as adults) to reside in integrated neighborhoods, to have children in integrated schools, and to have interracial friends.

Though further research is necessary to substantiate these conclusions, it appears evident that wisely planned desegregation programs will have a major benefit in meeting educational needs of Negro students. Preliminary data from urban districts in Washington that have initiated voluntary and compulsory transfer programs indicate that there has been a resulting beneficial effect on the educational achievement of those students transferring. In addition, these data also indicate attitudinal improvement for both the students transferring and the students in the receiving schools. These findings do not suggest, however, that desegregation by itself is sufficient. A composite of compensatory educational services together with integration, counseling, and home and community services appears necessary to overcome educational handicaps.

SCHOOL DESEGREGATION PROGRAMS

Urban school districts in recent years have established a variety of programs to desegregate their schools. The United States Commission on Civil Rights, in considering the effectiveness of these programs, has concluded:

- The techniques employed by large city school systems generally have not produced significant gains in overcoming the problems of de facto segregation. Techniques such as open enrollment which do not involve the alteration of attendance areas have not produced significant school desegregation. Other techniques which do involve the alteration of attendance areas, such as school pairing, have not succeeded in producing desegregation in large cities to the same degree as they have in small cities.

- Programs involving urban-suburban cooperation in meeting de facto conditions in the schools hold promise as techniques for desegregating the schools in the large metropolitan areas.

- In large cities (including those in Washington state) promising proposals have been developed which seek to desegregate schools by broadening attendance areas so that high school populations will be more representative of the community as a whole, and to improve the quality of education by providing additional resources and innovations in the educational program. These proposals include educational centers and cluster schools (specialized school programs), and educational parks (centralized school facilities serving a range of grade-levels on a single campus).

These are only illustrative of the many different programs and approaches that local school systems are developing. Many of these practices need more careful planning and considerably more evaluation to substantiate their validity. But they do hold promise.

"Unequal Treatment to Promote Equal Opportunity"—

WEA'S Committee on De Facto Segregation Recommendation to Representative Assembly

The Washington Education Association, believes that the strength of American democracy depends on its commitment to recognition of the worth and dignity of each individual and to the utilization of all human potentials. Free public education, providing equal opportunity and diverse programs fitted to the needs of all students, is basic to the realization of this commitment.

In the whole American credo, no tenet is more firmly fixed than our devotion to equal opportunity. We cite it constantly as the fundamental principle in the whole structure of public education. We assert with great pride that in these schools every American child plans his future through equal opportunity and gets the start that will enable him to make his way as a free man in a free land. This sytem, we have long told ourselves, assures equality of opportunity. Yet this system does not result in the complete fulfillment of individual potential. There are always those who, for no fault of their own, cannot make it. What we overlook is that the equal treatment of unequals produces neither equality nor justice.

The Washington Education Association believes that we must set our sights not on making the schools equal, but on devising whatever means are required to enable every child to develop his own potential. Whatever his possibilities, wherever he begins, a child should have the help he needs to reach maturity prepared to compete on fair terms in an open society. To live with this concept of equal opportunity, the state must be willing, and local school districts must be able, to provide unequal education. "Unequal education to promote equal opportunity" may seem a radical proposal, but it is in fact a well-established practice. This is precisely what has long been done in this state, under the name of "special education", for physically and mentally retarded. They are the children who suffer the handicaps of sustained discrimination and neglect. The time has come to provide unequal, exceptional education as a matter of deliberate public policy to every child who needs it.

When conditions exist within a society, or within a school program, which impair the achievement of recognition of the worth and dignity of each individual, and utilization of all human potentials, the education profession has responsibility for providing leadership to eliminate these conditions. Discrimination against minority groups in the fields of education, housing, employment and welfare is such a condition.

ITEM I - EDUCATION

The Washington Education Association believes that neighborhood schools serve desirable educational and social purposes. In highly segregated communities, however, neighborhood schools can be used to perpetuate de facto segregation. When segregation is the result, the Association believes the educational advantages of integration outweigh the advantages of neighborhood schools. The Washington Education Association believes in school integration, not only because of its potential beneficial effects on school achievement, but also, and more importantly, because it is the sole means available to us for making our society whole and cohesive. In order to achieve integration, present patterns of neighborhood schools must be altered. Desirable educational and social characteristics of the neighborhood school may be retained to a great degree by redefining and broadening the definition of the neighborhood to be served. School districts' personnel should involve broadly representative citizens' groups in the development and implementation of plans for school integration.

RECOMMENDATIONS:

That WEA urge school districts to utilize student transportation, educational parks, and transfer programs between districts, and develop new organizational patterns and re-evaluate grouping patterns to achieve integration.

That the State Board of Education encourage the development of the metropolitan and regional school concept as a means of eliminating de facto segregation and provide assistance in the development of cooperative programs.

That WEA seek revision of state laws to permit supplemental state financing for inter-district and intra-district transportation of students to facilitate integration.

That WEA urge the State Board of Education to provide additional financial assistance to school districts for all programs designed to encourage integration.

That WEA urge the State Board of Education to allocate funds for educational facilities that would contribute to the avoidance or elimination of segregation.

That WEA support federal legislation to increase federal financing and participation in the planning and construction of educational parks and/or other school organizational patterns designed to further integration.

That WEA endorse and support the efforts of national education organizations which call for legislation and/or court action to dissolve existing school jurisdictions in which integration is not possible.

ITEM II - COMPENSATORY EDUCATION

The Washington Education Association recognizes the fundamental importance of education that fully develops the capabilities of each child. But until all, because of socio-economic conditions, are able to utilize equal education, it is our belief that compensatory education (programs and services to overcome

initial or continuing handicaps) is essential, along with school integration, to aid in the development of all students to their full capabilities. The process of compensatory education must begin early, and it becomes increasingly clear that children have a better chance to succeed in school if they are introduced to planned learning experiences before the age of six. There is impressive evidence that the level of intellectual capability that young people will achieve by 17 is already half-determined by age 4 and that another 30 per cent is predictable by age 7. Even the best pre-school programs will produce only temporary benefits if the primary level is not well-planned. Similarly, in the middle grades in the secondary school, curricula and teaching procedures must be designed to build on the progress of earlier stages and to introduce the new emphasis appropriate at each level.

RECOMMENDATIONS:

That WEA urge local school boards to adopt and/or local educational associations to negotiate school board adoption of policies and programs which provide maximum educational opportunities. Such programs and resources should be shaped to overcome either initial or continuing handicaps for every child. School districts' budgets should provide adequate funds for additional staff, teaching aides, equipment and supportive services in order that these educational opportunities can be realized. Community leaders and parents, including those from affected areas, should be involved in the development of such programs.

That WEA seek additional supplemental state financing and/or special allowances within the state apportionment formula for compensatory education.

That WEA support new federal aid programs and increased appropriations for existing programs for compensatory education.

That WEA urge every district in the state to make kindergartens universally available for five-year-olds and to establish pre-school programs for four-year-olds.

ITEM III - CURRICULAR REVISION

The Washington Education Association believes that educational materials, textbooks, reference materials, learning resources, and supplementary readings in all subjects should portray America's cultural diversity and achievements of all racial and ethnic groups.

Relevancy of curriculum, a sense of respect for the students and continuous emphasis on cultivation of the student's capability, self-confidence, and self-esteem should be conditions which permeate the entire school program.

RECOMMENDATIONS:

That WEA support the position of the State Board of Education and urge the Office of the State Superintendent of Public Instruction and individual school districts to secure, develop, and promote utilization of educational materials which reflect the cultural heritage and achievement of all minority group contributions to inter-group understanding and respect.

That WEA urge publishers of educational materials to revise their publications and develop new materials to reflect the cultural heritage and achievement of all segments of American society.

That WEA urge subject-matter and affiliated organizations to secure, develop, and promote utilization in their disciplines of educational materials which reflect the cultural heritage and achievement of all minority group contributions to inter-group understanding and respect.

ITEM IV - EDUCATION OF SCHOOL PERSONNEL

The Washington Education Association believes that all persons engaged in education need to develop a better understanding of the cultural heritage and special problems, including socio-economic conditions and circumstances that handicap and create inequities for minority-group students, and to develop more effective methods of working with these students.

Until we mount strong, bold programs of systematic inquiry, experimentation, and evaluation, we shall be retarded both in dealing with the complex pedagogical problems and in finding better ways to prepare the next generation of teachers. Inspired devotion and humanitarian attitudes are essential in teaching, but they are no substitute for knowledge and skill.

RECOMMENDATIONS:

That WEA urge teacher preparation institutions to incorporate in their programs for all teachers elements designed to develop a better understanding of the cultural heritage and socio-economic conditions and circumstances and special contributions of minority groups, and to develop and utilize more effective teaching methods in working with these students.

That WEA urge the Office of the State Superintendent of Public Instruction and local school districts, especially those which do not have minority-group children, to conduct state, regional, and district inservice programs for all employees in order to develop a better understanding of the cultural heritage and special problems of minority groups and methods of working with members of different cultural and racial backgrounds.

That WEA seek special financing to aid school districts and educational organizations in obtaining resource personnel for inservice programs of the district.

That WEA, in cooperation with institutions of higher learning, establish mutually agreed upon long-range policies that respect the needs, interests, and resources of school and university organizations, and lay the groundwork for continuing and flexible cooperation at levels ranging from small studies of the future to large-scale experiments involving entire schools and school systems.

That WEA, through its departments, conduct conferences, seminars, and inservice educational programs focused upon the needs and resources essential to improving integration.

ITEM V - PERSONNEL POLICIES

The Washington Education Association believes that the chief obligation in recruitment, selection, assignment, promotion, and supervision policies and practices is to provide the best education for all children. To be consistent with this obligation, the school district staff should reflect the diverse multi-cultural composition within the American community and be selected and assigned to serve the diverse needs of our multi-cultural society.

RECOMMENDATIONS:

That the Washington Education Association urge teacher preparation institutions and school districts to recruit members of minority groups to build a qualified staff which reflects the racial patterns of the American community.

That WEA adopt recruitment, assignment, and promotion policies designed to achieve a multi-racial staff at all levels.

That local affiliates of WEA and their school boards negotiate, adopt, and seek enforcement of recruitment, assignment, and promotion policies and practices designed to achieve a multi-racial staff at all levels.

That WEA, local affiliates of WEA, and school districts develop recruitment, selection, and promotion practices to provide recognition of and advancement of all racial groups.

That WEA, local affiliates of WEA, and school districts evaluate all school district personnel policies and practices to guarantee equal opportunity and application.

ITEM VI - EMPLOYMENT

The Washington Education Association believes that every citizen has the right to obtain employment with fair wages, reasonable hours, and decent working conditions. Income derived from such employment will aid in the assimilation of minority groups at all social and economic levels and, thereby, enhance the achievement of educational goals.

RECOMMENDATIONS:

That WEA urge organized labor to create and/or work with technical-vocational institutions to create entry opportunities for minority groups in an effort to secure a union membership which more nearly reflects a multi-racial society.

That WEA oppose legislation which may increase discrimination in employment, wages, and conditions of work. That WEA urge business and

industrial leaders in the state of Washington to recruit and develop personnel to secure an employee group which reflects a multi-racial society.

That WEA support federal legislation to increase appropriations for occupational training and re-training of adults who are presently unemployable.

ITEM VII - HOUSING

The Washington Education Association believes that fair housing practices will help to alleviate environmental conditions detrimental to the health, education, and personal welfare of youth. Fair housing practices will aid in bringing about a better assimilation of ethnic and racial groups within all communities and schools and thereby broaden and enrich the educational experiences and understandings of all students.

RECOMMENDATIONS:

That WEA support legislation which will ensure each individual equal rights and opportunities to reside in a neighborhood of his choice, and that WEA representatives meet with representatives of the real estate industries to this end.

That WEA support federal and state programs and encourage the application of the resources of private enterprise to provide new low-cost housing and rehabilitation projects which effectively further integration.

That WEA support federal legislation to provide adequate rent subsidies which contribute to integration.

That WEA urge commanders of military bases in the state of Washington to implement federal policy which places their personnel in those facilities which are open to members of all racial and ethnic groups.

ITEM VIII - WELFARE

The Washington Education Association believes that public assistance programs should guarantee that no American goes without the minimum necessities of life. The program and its administration should preserve the dignity of the recipient and provide incentives for employment and educational development.

RECOMMENDATIONS:

That WEA urge changes in state and federal legislation to revise welfare restrictions which discourage recipients from securing employment and which impose lengthy residence requirements.

That WEA support adequate state and federal financing for state and national welfare programs.

That WEA urge the adoption of welfare programs to provide social and educational services to enhance stable and united family patterns.

That WEA support federal legislation to insure a basic and humane standard of living for every family.

GENERAL RECOMMENDATION - PUBLIC INFORMATION

In the state, as in the nation, every important undertaking has its educational aspect. Many projects have no future at all unless they can count on effective schools. An intricate network of relationships ties the families of every community to its economic, cultural, political, and social institutions. With virtually all of these agencies and many of the families, the schools are connected in mutual dependence. Yet among school boards, administrators, teachers, and university people, there are many who still think that these connections call for no more than routine courtesies, prudent "public relations" and a vigilant watch against any sign of encroachment on the schools' traditional prerogative.

State planning that does not now include educational planning is not only unrealistic, it is irresponsible. Such planning must, moreover, go far beyond perfunctory review of the size and location of new school sites. An example of this is the Model Cities Program. This is a program under which the urban communities will mobilize their resources to make a lasting impact upon the basic problems of large slum neighborhoods. Education must be involved in the problem analysis and the goal-setting, and have a role to play in the planning and administration of a program that will give the city and the state assurance that the necessary quality and quantity of effort will be forthcoming. The Model Cities Program provides an opportunity to experiment, to test, and to evaluate under circumstances where the school is a partner in a larger effort.

State planning must confront questions of curriculum, attendance patterns, teacher supply, financial support -- in brief, the whole complex interrelationship between the development of schools and the total development of the state.

The need for such planning is crucial and so is the manner in which it is done. Not only the central planning body, but the school authorities other public and private agencies, and the municipal and state governments must share responsibility for projecting goals and setting timetables. They must also share responsibility for seeing that the commitments are met.

The state that neglects the development of the long-range, broad-gauge scale plan of educational development, or that fails to commit to that plan the resources necessary to execute it, is neglecting its own future. The development of the master plan should not be confused with the search for the master mind. Leaders will have to come from many more sources than are now being tapped. The need is not to reduce but to expand the supply of ideas and energy. It is an ironic paradox that the gravest educational deficiencies are often found in the very states that possess the best resources for correcting them. Too often the institutions that harbour these resources -- the universities, museums, libraries, scientific agencies, and mass media, all with enormous

possibilities for enriching human life within the state -- carry on their work with little awareness of the life of the community in which they stand. The Washington Education Association believes that new initiative is needed to bring the resources of all state agencies and institutions to bear upon the problem.

RECOMMENDATIONS:

That WEA sponsor a public service program to inform the public of present conditions and needs of members of minority groups and, thereby, develop a better understanding to gain public support for equal opportunities in housing, employment, education, and welfare.

That WEA seek the establishment of a governor's committee composed of representatives of industry, business, religion, social work, urban and regional planners, the education profession, labor unions, and government officials to initiate programs and the development of materials necessary to bring about amelioration of those conditions which contribute to de facto segregation.

That WEA seek educational representation in the local Model Cities Program and volunteer to provide professional services of Association staff..

ADDITIONAL RECOMMENDATION

That all WEA departments, committees, and commissions concern themselves with the development of programs to implement the report of the De Facto Segregation Committee.

ADDENDUM TO THE 1968 WEA REPRESENTATIVE ASSEMBLY

DE FACTO SEGREGATION REPORT

Washington Education Association's De Facto Segregation Committee Report was submitted and adopted by the WEA Representative Assembly on April 19, 1968. This report concerned itself primarily with the educational concerns of the American Negro within the state of Washington. The WEA Human Relations Committee believes it is necessary to continue to update educational concerns as they relate to educational problems of the American Negro as well as broaden and establish WEA programs to resolve educational concerns of other minority groups.

This report is prepared as an addendum to the WEA De Facto Segregation Committee Report adopted in 1968. The committee believes that concerns and programs expressed in the 1968 report were and are valid to resolve de facto segregation concerns within the state of Washington. The following is an updating of statistics contained in the 1968 report and incorporates background information and policies as they relate to Mexican-Americans, American Indians, and Oriental-Americans.

AMERICAN NEGRO

The WEA Human Relations Committee, in reviewing the statewide concerns, has noted insufficient progress in the implementation of programs to correct equal educational opportunity for Black Americans. The committee, in fact, based on new statistics, believes that further deterioration (racial isolation) has taken place. A recent statewide census (October 1969) conducted by the Office of the State Superintendent of Public Instruction supports this belief:

SUMMARY OF ENROLLMENTS BY CLASS OF DISTRICT IN WASHINGTON STATE — 1969 - 70

Class of District	Number of Districts	Enrollment Elementary	Enrollment Secondary
First	69	337,766.78	293,242.21
Second	204	80,405.44	72,423.67
Third	55	3,427.73	879.75
Totals	328	421,599.95	366,545.63

1967 - 68

Class of District	Number of Districts	Enrollment Elementary	Enrollment Secondary
First	63	318,600.64	268,271.06
Second	212	86,609.00	75,864.13
Third	64	3,340.00	771.00
Totals	339	408,549.64	344,906.19

PERCENTAGE OF RACIAL AND ETHNIC DISTRIBUTION
OF GRADED PUPILS IN WASHINGTON SCHOOLS

Racial or Ethnic Group	1969-70* Number of Pupils	1969-70* Percentage of Total Enrollment	1967-78 ** Number of Pupils	1967-78 ** Percentage of Total Enrollment
Caucasian	765,641	93.31	739.505	94.62
Negro	19,677	2.40	18.161	2.32
Oriental	10,658	1.30	10.060	1.29
Indian	10,674	1.30	9,172	1.17
Mexican-American	13,841	1.69	--	--

* 323 school districts reporting out of 323 operating districts.
** 332 school districts reporting out of 333 operating districts.

RANGE OF PERCENTAGE OF
DISTRICT ENROLLMENT OF MINORITY GROUPS

	1969-70 Maximum	1969-70 Minimum	1967-68 Maximum	1967-68 Minimum
Negro	18.9	0.3	15.4	0.1
Oriental	10.3	0.1	7.0	0.1
Indian	99.2	0.3	100.0	0.1
Mexican-American	51.1	0.6	--	--

RACIAL AND ETHNIC DISTRIBUTION
OF CERTIFICATED PERSONNEL

1969-70

	Full-Time	Per Cent of Full-Time Staff	Part-Time	Per Cent of Part-Time
Caucasian	35,421	97.68	4,396	98.41
Negro	386	1.06	21	0.47
Oriental	295	0.81	20	0.44
Indian	85	0.23	15	0.33
Mexican-American	79	0.22	16	0.35
Totals	36,266		4,468	
	845 Minorities		72 Minorities	

1967-68

	Full-Time	Per Cent of Full-Time Staff	Part-Time	Per Cent of Part-Time
Caucasian	34,966	97.86	3,022	98.24
Negro	364	1.02	8	0.26
Oriental	254	0.71	18	0.59
Indian	62	0.17	18	0.59
Other	87	0.24	10	0.33
Totals	35,733		3,076	
	767 Minorities		54 Minorities	

RACIAL AND ETHNIC DISTRIBUTION OF TEACHER AIDES

	Full-Time	Percent of Full-Time Staff	Part-Time	Percent of Part-Time Staff
Caucasian	1,667	86.60	643	92.28
Negro	147	7.63	26	3.71
Oriental	25	1.30	9	1.29
American Indian	23	1.19	6	0.86
Mexican-American	63	3.28	13	1.86
Totals	1,925		697	
	258 Minorities		54 Minorities	

DE FACTO SEGREGATED SCHOOLS AS OF OCTOBER, 1969 (STATE MAXIMUM OF 40%)

NEGRO ENROLLMENT	District	1968 Number	1969 Number	1969 Percentage	1968-69 Percentage Change
Leschi Elementary	Seattle	405	378	92.2	+ 0.6
Harrison Elementary	Seattle	291	272	86.1	+ 0.8
Colman Elementary	Seattle	442	381	83.9	+ 3.4
Madrona Elementary	Seattle	624	640	83.0	+ 5.2
Eastside YWCA (special)	Seattle	16	23	76.7	+22.5
Stanley Elementary	Tacoma	467	469	75.4	+10.0
Washington Jr. High	Seattle	417	395	74.8	+ 0.7
Garfield Jr. High	Seattle	886	773	68.9	+10.8
Meany Jr. High	Seattle	500	484	65.6	+12.7
Minor Elementary	Seattle	686	513	64.8	- 6.7
McCarver Cont. Progress	Tacoma	455	351	53.1	-10.6
Stevens Elementary	Seattle	266	244	47.0	+ 0.2
Gatzert Elementary	Seattle	331	289	46.5	+ 2.0
Muir Elementary	Seattle	368	410	46.3	+ 8.0
SPANISH SURNAMED					
Mary E. Fox Elem.	Mabton	154	127	60.5	- 0.1
Lincoln Elementary	Toppenish	194	191	53.7	+ 4.0
Louise M. Artz Elem.	Mabton	116	150	51.9	+ 6.1
Roosevelt Elem.	Granger	255	253	43.5	+ 1.1
Chief Kamiakin Elem.	Sunnyside	242	255	40.9	+ 2.2
Mabton Sr. High	Mabton	64	79	40.1	+ 3.7
McKinley Elem.	Toppenish	96	78	39.8	- 2.7
ORIENTAL					
Beacon Hill Elem.	Seattle	361	387	55.4	+ 5.7
AMERICAN INDIAN					
Taholah Elementary	Taholah	131	120	99.2	--
Wellpinit Elem.	Wellpinit	57	66	88.0	+ 1.6
Wellpinit Sr. High	Wellpinit	66	62	80.5	- 5.2
Inchelium Elem.	Inchelium	72	73	80.2	+ 8.5
Nespelem Elem.	Nespelem	153	147	79.0	- 3.7
Inchelium Sr. High	Inchelium	57	73	74.5	+16.9
Neah Bay Elem.	Cape Flattery	128	130	72.6	+10.2
Neah Bay Sr. High	Cape Flattery	77	85	68.5	- 5.5
Robertson Elem.	Mt. Adams	255	227	63.1	- 3.0
East Omak Elem.	Omak	75	83	50.3	+ 9.8
Keller Elem.	Keller	14	17	43.6	+ 1.2
White Swan Sr. High	Mt. Adams	124	98	43.2	- 2.4

The Office of the State Superintendent of Public Instruction, based on its 1969 ethnic survey, also indicated:

1. An increase in the racial minorities in the state.

2. A continuing significant change in the number of formerly all-white schools to schools with multi-racial pupil populations. This is reflected especially in the cities and suburbs.

3. A general shifting of pupil populations throughout the state.

4. A heavy increase of non-whites in schools located adjacent to and in central areas except where exemplary programs have been implemented.

5. A continued need for a greater number of minority professional educators, including administrators, and classified employees throughout the state.

6. The urban school scene is characterized by school districts with a majority of Caucasian pupils; therefore the issue is one of distribution of minority pupils.

7. The rural scene is characterized by school districts with either a predominance of Caucasian or American Indian pupils.

8. An increased need to focus all available federal, state and local resources into planned comprehensive educational programs in expanded efforts to provide equal educational opportunity.

The present school situation is well illustrated by the racial composition of school enrollments in Seattle. The ethnic count of October 1969 indicated that the Negro school population had reached 10,343 -- 11.6% of the total school enrollment. The Negro school population in Tacoma was 3,640, 9.8% of the total.

Only three schools in the state have had any significant decrease in the percentage of Negro students enrolled. The three are Minor Elementary in Seattle, which has had a 6.7% decrease; McCarver Continuous Progress Center in Tacoma, with 10.6% decrease; and Adams Elementary in Yakima, with 5.9% decrease. Of sixteen other schools in which Negroes make up at least 28% of the enrollment, four schools have had major increases in Negro enrollment.

These four are Meany Junior High School in Seattle, 12.7% more Negro students; Garfield High School in Seattle, 10.8% more; Muir Elementary in Seattle, 8% more; and Stanley Elementary in Tacoma, with 10% more.

Other Seattle schools where smaller increases have occurred are Leschi, Harrison, Colman, Madrona, Stevens, Gatzert, High Point, and Van Asselt Elementaries, and Washington Junior High.

The survey indicates that total minority enrollment in the state including Negro, Oriental, American, and Spanish-surnamed, increased 3,157 over October 1968. Total minority enrollment was given as 54,850.

The nine schools in the state considered to be de facto segregated so far as Spanish-surnamed enrollment is concerned are centered in the Yakima Valley. The fourteen schools where American Indian enrollment makes up at least 28% of the enrollment are located on or adjacent to Indian reservations throughout the state.

Only one school, Beacon Hill Elementary in Seattle, is considered to have de facto segregated Oriental enrollment. Since October 1968, Oriental enrollment at the school increased 5.7%.

THE URBAN CRISIS

This is further supported by excerpts from Seattle, Tacoma, and Spokane School District reports from the Subcommittee on Metropolitan Education of the Joint Committee on Education, December 1969. A full copy of this report can be obtained by writing the Joint Committee on Education, 3731 University Way, N.E., Seattle, Washington 98105.

SEATTLE

PUPIL PROBLEMS

1. Basic skills inadequacies

   -- Average Reading achievement test scores have declined city-wide for the past five years and in general are below national norms.

   -- Specific Language Disability cases -- hard core reading disabilities -- requiring special remediation have increased considerably as techniques and procedures for their identification and diagnosis have been improved.

   -- Average Mathematics achievement test scores have declined steadily for the past five years. Seventy-seven percent of the students nationally score higher on arithmetic computation than does Seattle's median student (at 6th grade level).

   -- Occupational skills deficiencies in both graduated and dropouts contribute to the rising level of hard-core unemployed in the Seattle area. Vocational education programs need to be expanded to a greater number of employable skills areas.

2. Deficiencies in attitudes and behavior

-- Suspension from school during the 1968-69 school year was in excess of 8% of the total student population at two "problem" high schools. Eight of the twelve high schools and eight of the eighteen junior high schools had suspension rates in excess of 3.5%.

-- Crime in the schools increased drastically: Reported incidents of all types increased 41% in high schools and 60% in junior high schools since May 1968.

(a) The environment around schools, particularly in the depressed areas, has deteriorated as a result of the influx of prostitution and pimping, gambling, narcotics,and city-wide increase in crimes of violence of more than 800% over the past five years.

(b) Drugs: The growing threat of drug abuse in the schools is reflected by the fact that King County Juvenile Court handled 516 cases involving narcotics, dangerous drugs, glue sniffing, etc., during 1968. For a four-month period in 1969, Seattle police arrested 103 juveniles out of a total of 766 arrests for narcotics violations.

3. Non-functioning students and dropouts

-- Many non-functioning students avoid the stigma of "dropout" only by their occasional visits to school. At the secondary level, 22.1% of all grades given in June, 1968, were "D," "E," or "Incomplete," -- hardly reflective of productive participation.

The shocking magnitude of this problem, however, is revealed in the following estimates:

a.	Number of school-age children not attending school:	3,000
b.	Number of students who will be out of school for a significant amount of time during the school year:	2,000
c.	Number of students who attend school irregularly due to truancy and class cuts:	4,000
d.	Number of low achievers:	4,000
	Total number of "dropouts" of all types	13,000

STAFF PROBLEMS

1. Staff inadequacy in training is difficult to document, but its presence in some staff members is evidenced by the claims of irrelevance of teaching, outmoded methods, and antiquated specialties. More invidious because of its subtlety is the lack of sensitivity and human relations skills mandatory for any teacher to function effectively in an urban, multiracial climate.

-- In 1968, 11% of Seattle pupils were black, yet only 4.9% of the certificated staff were black.

-- Within the next 5 years, the district will lost 22 elementary principals and 7 secondary principals through retirement.

2. Staff morale inadequacies:

-- Teacher turnover increased by 40% in the past 5 years, while the size of the staff grew by only 2%.

-- While Seattle ranks 5th among state first-class districts in beginning salaries, it ranks 18th in highest attainable salaries, thereby making it more difficult to hold capable, experienced staff.

-- Working conditions are far from optimum in many areas.

a. More than half of the schools in Seattle have in excess of 10% of their students from families with incomes of less than $3,000.

b. More than half of the schools in Seattle draw from attendance areas in which more than 40% of persons over 25 years of age have not completed high school.

-- In the ghetto schools of the Central Area last year, more than 50% of the certificated staff submitted requests for transfer out of the area. Administrative turnover has increased considerably. Cleveland High School, which last spring experienced a sit-in by the Black Student Union and pressure from the Black Panthers and other groups, lost its entire administrative staff. Seven of the 27 secondary schools have a complete change of administrators this year.

SPOKANE

Racial problems are complex, shaped by impoverished environments, unemployment, segregation, discrimination and lack of opportunity in housing and employment as well as education. These factors are intensified by discontinuities with various cultures, differences in child-rearing practices and skill for urban living.

This marginal existence is documented by the study Poverty in Spokane.

1. The city of Spokane has a definite geographic area in which 67% of minority people live.

2. The average family income in this area is $4,207, with over 33% of these families earning less than $3,000.

3. 57% of the people in this area never finished high school.

4. 47% of all Negro males are employed as laborers, while 54% of the Negro females are employed as domestics.

TACOMA

Several sources of information provide statistical data that Tacoma as a community and as a school district is not exempt from the problems previously described which afflict older eastern cities. Specifically:

1. Analyses of U. S. Census Bureau data completed for a report on de facto segregation to the Tacoma School Board revealed that adults in the city of Tacoma had, on the average, one year less of education than adults on the average in the state of Washington; that median family income in the city of Tacoma was $500 less annually than for the state of Washington on the average; that minority groups were concentrated as a result of housing patterns; that there tended to be a high correlation between the concentration of minority groups, the concentration of low income groups and low school achievement; and that there was an increasing tendency for these problems to become concentrated in certain geographical areas of the city.

2. Material prepared for the Model Cities program in Tacoma revealed that students from the schools in the Model Cities area tended to fall in the lowest 20% of the median test scores obtained for all 41 elementary schools in the district.

3. The latest Out-of-School Youth Report for the Tacoma School District reveals that during the 1967-68 school year, 531 students dropped out.

4. Recently completed projections for the ethnic composition of the Tacoma School District indicate that by 1974 Negroes will constitute 11.6% of the student population and Caucasians 83% of the student population. In 1967, Negroes constituted 8.9% of the student population and Caucasians 88.0% of the student population.

RECOMMENDATIONS

1. That all of the recommendations contained in the 1968 Representative Assembly De Facto Segregation Report be implemented immediately by local education associations, local school boards, affiliates of the Washington Education Association, WEA itself, and the Office of the State Superintendent of Public Instruction.

2. That the 1970 Representative Assembly support a strong action program to reverse the deteriorating (racial isolation) trend within our state.

Mexican-Americans

The Human Relations Committee report concerning Mexican-Americans and their educational needs is developed into three parts:

I. Description of the cultural background of Mexican-Americans with emphasis on cultural differences.

II. Description of the educational needs in response to these cultural differences.

III. A series of recommendations which will allow the education profession to meet these needs.

PART I

DESCRIPTION OF THE CULTURAL BACKGROUND OF MEXICAN-AMERICANS
WITH EMPHASIS ON CULTURAL DIFFERENCES

	MEXICAN-AMERICAN	ANGLO	POSSIBLE EFFECT
CLASS	Resignation to "that state of life to which it has pleased God to call him."	Upward mobility. Success depends on effort.	Lack of drive. Feeling of defeat.
COMPETITION	Overt competition frowned upon. Fear of arousing the envy and destructiveness of peers.	Highly competitive	Unwillingness to compete in school.
FAMILY	Large and close. Frequently includes members of extended family under same roof. Father-dominated. Strong emphasis on the unity and loyalty of members.	Tends to be of nuclear type. Equality of members. Ties not as strong. High divorce rate and "serial monogamy."	Child prefers to work in groups. Tends to be gregarious, noisy. Used to being helped by peers--but this is regarded as "cheating" in school.
ROLE OF FATHER	Cult of "machismo." Dominant and final authority. Great respect given. May be affectionate with very small children, but relationship dignified and formal with older children.	Also due respect but shares authority with mother. Affection to children of all ages not considered unmasculine.	Child may question female authority in school.
ROLE OF MOTHER	Submissive to father's authority, and often to that of older son. The source of affection and understanding to her children which may be lacking in father. Exclusively concerned with household duties.	Shares authority with father. Much independence between husband and wife. Employment outside home common.	
SIBLINGS	Close relationship among siblings. Older children responsible for younger ones. Oldest son frequent father substitute.	Relationship may also be close, but parental authority usually not relegated to older children.	Child works better in groups. Will accept the authority of older children.

	MEXICAN-AMERICAN	ANGLO	POSSIBLE EFFECT
CHILDHOOD	Children encouraged to be independent at an early age. Discipline by fear, threats, and isolations. Sex education delayed until teens (when it usually is learned from peers).	Children remain in a dependent role for longer period. Discipline often through "reasoning" and logic. Sex education in "enlightened" homes often early.	Discipline of school not effective. Sex education resented by Mexican-American parents.
HOME ENVIRONMENT	Tends to be noisy, crowded, lack sanitary facilities, and yet is nonverbal environment since little talk directed to child. Therefore cultivates inattentiveness. Breeds aggressiveness, "acting-out" behavior. Lack of parental supervision and guidance. Lack of manipulative and educational toys--which would aid concept development.	More orderly, non-crowded conditions. Child receives lots of attention--help in the use of materials, is read to, taken on trips. "Acting-out" behavior discouraged. Emphasis on reason.	Aggressive, "acting out" behavior. Lacks concepts necessary for success in school.
BODY ATTITUDES	Extreme modesty	Less modest	Embarrassment in front of school nurse, doctor, and during physical education.
LANGUAGE	Usually Spanish and/or sub-standard English	Acceptable English	Difficulty of learning new material in a foreign language and a confusing environment.
ATTITUDES TOWARD EDUCATION AND SCHOOL	Has not been historically important in the folk nature. Considered useful for learning a skill. Often subordinated to family duties. More important to boys than girls. Distrustful of school personnel.	Education considered highly important for both boys and girls. Necessary for success in the culture. Good relationship with schools.	Lack of interest in school. Often an embarrassing experience for children because of language difficulty and lack of success. High drop-out rate.

Bauer, Evelyn. The Relationship of Cultural Conflict to the School Adjustment of the Mexican-American Child. 1967 (Mimeo)

PART II..... EDUCATIONAL NEEDS

There are two separate groups in the Mexican-American community: (1) The "true" migratory worker, who comes and goes as the agricultural seasons dictate, and (2) the family which has resided in the area longer than five years. The following list reflects to some extent the educational needs of both groups:

1. An understanding of the language, customs and culture of the Mexican-American.

2. Change parental attitudes toward the educational system, i.e., the importance of keeping the child in school rather than take him out to work in the fields.

3. Program development which is child-centered and contains ethnic considerations.

4. Staff members who are proficient bilingually.

5. Policy-making bodies which are sensitive to the needs of the Mexican-American community.

6. Adequate scholarship aid for post-high school education or training.

7. Change the attitudes of school district staff members.

8. Courses in all minority histories, cultures, backgrounds.

PART III.... RECOMMENDATIONS

1. School districts with a significant Mexican-American community should participate in a nationwide recruitment program seeking bilingual professional staff members.

2. In-service programs should be available for staff and school board members to learn about minority cultures and customs.

3. School districts should employ bilingual aides to assist staff members who are not bilingual.

4. Provide special education rooms to assist students who have language difficulties to become proficient in comprehending, speaking and writing English.

5. Seek state and federal legislation to provide general financial aid rather than categorical financial aid.

6. School districts involve local radio and TV stations in producing educational programs which present cultural backgrounds of minority people.

7. Actively seek candidates for school director positions from among minority groups and ones who are sensitive to the needs of the minority members of the community.

8. School districts provide release time for teachers to plan home visitations to become acquainted with the family of the minority student.

9. Strengthen existing foreign language programs in the schools.

10. Establish bilingual programs from the kindergarten or the first grade.

11. Seek state financing of day-care centers and integrate these programs into the school district.

12. Establish remedial classes, vocational training and continuation schools which reflect the educational needs of the minority students.

13. Seek the establishment of courses in minorities' culture in teacher training programs.

14. Develop programs in cooperation with city recreation departments which involve citizens in learning about minority customs, culture, mores, etc.

American Indian

The present educational program is failing to meet the learning needs of the vast majority of Indian students enrolled in Washington's public schools. Many measurable indicators attest to the validity of that statement: high absenteeism, low grade-point averages, and high incidence of drop-outs at the junior high school level are but a few of the more critical indicators. Too many Indian students attending public schools show a decided lack of initiative and motivation in their school's academic offerings and extra-curricular activities. The typical Indian student exhibits failure expectancy to a high degree; his daily educational diet is one of discouragement and failure.

With few exceptions, a need of major importance, one which could effect improvement and meaningful change in the education of Indian children, is attitudinal in nature rather than financial, curricular, structural or legal. That need is to improve educators' attitudes toward the understandings of Indians, and the Indian students' attitudes toward education.

American education is a composite of knowledge coming from many individuals, nationalities, ethnic groups, institutions, and times. The Indian's past and present are an important part of that composite. Portrayal of the Indian in books, films, curricula, and other information forms is frequently inaccurate, distorted, misrepresented, Indians being stereotyped as savage or stoic or in some other way set apart from the mainstream of American society. Educators frequently complain that such materials tend to lump all Indian children into a single category labeled "Indian" and to treat them as being exactly the same, while the individual differences of various Indian children represented in a given classroom may, because of such things as geographic origin, tribal customs, language, dress, diet, be much more varied than that of children of other racial or ethnic backgrounds. In the education of Indian children, the interpersonal climate within the classroom is perhaps as important as, if not more important than, the academic or curricular content offered. Attention must be given not only to <u>what</u> is taught, but to <u>how</u> it is taught and the accompanying human interaction in the classroom. Concerned Indian parents, leaders, and educators have reported that many Indian children are crippled academically by teachers who label or stigmatize the Indian child as being "dirty" or "dumb" or "slow" or "a problem." Too often Indian children experience feelings of shame and inferiority and suffer indignities resulting from acts of prejudice, intolerance or indifference at the hands of their classmates and instructors. Some of these acts undoubtedly are deliberate and intentional; most are the result of innocent, unintentional, insensitive, and/or naive use of words, looks, and actions.

Training is available that can lessen such incidents, and school districts should make provision for their professional staffs to receive this training. Not only must the teacher already in the field receive training to be more effective in the classroom, but the teacher-in-training candidate should be trained as well. Institutions of higher learning that prepare and certificate teachers should provide similar training and also arrange for field experiences for teacher-trainees to assimilate the cultural ways, value systems, and socio-economic conditions for the various student populations they soon will be teaching.

Indian children need and want involvement in extracurricular activities, but too frequently find themselves socially disadvantaged here as well as in the classroom. One major reason for this is an economic one; most activities cost money to attend, require special clothing or equipment, involve special provision for transportation after school hours, etc. Another aspect of this problem is the hesitancy of Indian students to volunteer their services or talents to serve on committees or projects or to seek competitive student offices. Because others fail to encourage their participation or to provide special means that would make possible their involvement, they are overlooked or are bypassed by others engaged in these programs.

Many of the same conditions or characteristics that prevent student involvement in school affairs also hold true regarding adult Indian participation in school activities and governance. Many, many adult Indians have much knowledge,

experience, and talent that would constitute a valuable contribution to the greater success of school operations. Indian leaders have indicated that they and those they represent would prefer being actively engaged in making decisions regarding schools rather than serving in some passive capacity such as that of advisor or non-voting representative.

Though major emphasis in this position paper has been placed on attitudinal change to upgrade Indian education, attention to curricular matters is not to be overlooked or downgraded: many persons interviewed in the research for this paper expressed the view that wherever and whenever possible, class sizes should be reduced to allow for more individualized instruction of Indian students.

Another major need is to provide more counselors at all levels to advise Indian students about their needs, to encourage them, and to guide them to future goals and courses of action. Many avenues for further training and education and sources of financial support are open to Indian students who graduate with a diploma from the public schools.

An especially sore point with many Indian education leaders is the too-common practice of giving social promotions and issuing certificates or documents of attendance although academic standards have not been met. They said they would rather see higher academic standards maintained and greater resources utilized to enable all students to achieve these standards.

Many Indian education leaders expressed the hope that more and more adult Indians would be used as teacher aides, home-school liaison workers, counselors, and teachers. They believed that the greater utilization of Indian adults in the school program would do much to open up communications between the student and school personnel, between the home and the school, and between Indian organizations and groups and school groups.

Some school subjects came under particular fire by the Indian leaders who were contacted. Records indicate very high incidence of failure among Indian students in subjects such as "Northwest History," "History of the United States," "Washington State History," and "Contemporary World Problems." Indian leaders reasoned that Indian children did so poorly in subjects such as history because they wanted to avoid the characterizations of their forebears given by historians in textbooks. Their aversion to the study of contemporary world problems was thought to stem in part from an attitude making it difficult to be interested in the problems of other people in far-off places when they, in turn, like the vast majority of the population here at home, are oblivious or indifferent to the plight of the Indian.

The schools themselves do much to perpetuate many of the misconceptions and myths about Indians. In the past few years, educators have reacted to pressures, demands, criticism, and publicity brought forth by various groups about the absence from the curriculum of true and accurate educational units on the history, heritage, culture, and contributions to society of these groups, both

past and present. New educational units have been developed hastily and introduced into the curriculum, but far too many of these "crash" units on the American Indian are composed of beads and baskets, feathers and fights, rather than an accurate, factual presentation of past and contemporary Indian life both on and off the reservation.

Education, as always, is a two-way street. The American Indian believes he has more to offer the institution than he has been allowed to give in the past. He is also painfully aware of a great need: that his children get more out of education than they seem to be getting now.

RECOMMENDATIONS

1. School districts should arrange for teachers to acquire training in the interpersonal skills that can improve classroom understandings between Indian and other ethnic groups.

2. Colleges which prepare teacher education candidates should provide similar training and should also provide field experiences which help trainees to understand cultures other than their own.

3. Appropriate means should be found to encourage both adult and student involvement in decision-making and extracurricular activities at school. This means giving the Indian a chance to be a full participant.

4. Class sizes must be reduced to allow for individualized instruction.

5. More counselors should be employed at all levels to make possible better guidance and counseling for Indian students.

6. Indian adults of the community should be brought into the school as school district employees to assist in the development and implementation of viable Indian education programs and resolution of school problems.

7. All printed and audio-visual materials should be carefully reviewed to ensure that misrepresentation or slurs do not appear.

8. The school curriculum should be carefully and periodically reviewed to ensure that units on Indian culture do accurately portray past and future Indian life.

9. And -- most important of all -- educators and other staff personnel should re-examine their understandings of Indian culture and re-examine their own attitudes toward the Indian children in their classrooms and the Indian parents whom they meet. How Indian children are taught is even more important than what they are taught.

ORIENTAL-AMERICAN

The continent of Asia is the home of the earliest and most advanced civilizations of mankind. The source of the world's major religions, the traditions of Hinduism, Buddhism, Judaism, Christianity, and Islam have inspired some of the world's finest literature, architecture, sculpture and painting. From the days of the Roman Empire, the famed Silk Road wound its way across Central Asia to the Mediterranean Sea and served as the greatest and longest link of trade and communication between East and West. Western man borrowed Asian innovations, including the alphabet, a numerical system, the printing of books, paper money, and the compass. The heritage of Asia is indeed the heritage of mankind.

Historically, however, people have drawn contrasts between their civilizations and those of Asia, emphasizing the differences rather than the similarities. The historical and cultural background of Asia is so diverse that it is impossible to speak of it as having a common racial origin, intellectual tradition, or even an "Asian" way of thinking.

The regional nature of Asia is divided into the Near East, Middle East, South Asia, Southeast Asia, and East Asia. From East Asia came the first Chinese and Japanese immigrants to America. In search of hope and wealth, many intended eventually to return to their homeland. Although handicapped by language, their strong sense of identity, pride and belief in their value system enabled them to withstand adversity, in contrast to the adjustment of Filipino immigrants from Southeast Asia, who had been exploited under colonial rule in their own homeland.

IMMIGRATION AND ASSIMILATION

In his book, A Nation of Immigrants, President John F. Kennedy, the grandson of an Irish immigrant, expressed his appreciation for the contributions of the many immigrant groups who came to an alien land in search of a new life. He relates how the Chinese and Japanese immigrants were shamefully treated on the basis that they could not assimilate into the American way. Tolerated at first as low-paid laborers, as they proved to be economic competitors, open hostilities against them resulted in a restriction of immigration. They were even barred from owning property, and it was not until 1952 that the McCarran Act finally gave them the right to become citizens of the country which they had helped to develop and which they had grown to love.

The Japanese-Americans were probably subject to greater discrimination than any other group. After the attack on Pearl Harbor, all the Japanese living on the West Coast were interned in relocation centers. The U. S. Supreme Court approved the evacuation as a military necessity in time of war. Slowly, public opinion began to change. The gallant combat record of Japanese-Americans in World War II testified to the extent of their loyalty to this country. The new status of Japan, as an economic and military ally of the United States, played a determining role and is especially significant in the minds of Americans who have little contact with Japanese-Americans as individuals. After all, pride

in one's cultural heritage does not result in feelings of divided allegiance to one's country.

The Oriental-Americans are sometimes referred to as a "model minority" group which knows its place and seldom raises its voice in protest. Few have taken a stance on civil rights or are actively involved in the political life of the community at large. Their educational attainments are higher than the white majority and many have reached middle management levels but they have not attained full access to the upper management positions. The younger generations do not experience the same problems of identity or conformity to group pressure but are reminded in subtle ways that they are Asian in a white society. Although they have made great strides some Asian-Americans are beginning to wonder what has been the price of accommodation and "assimilation" in their desire to find acceptance within the mainstream of American life.

EDUCATIONAL CONCERNS OF ORIENTAL-AMERICANS

Regretfully, few American history textbooks have analyzed sociological or cultural implications of the past or even attempted to give an adequate historical interpretation of the story of Oriental America. The history of all minority groups must be integrated into regular history courses if the history of White America is to be taught in its proper perspective. In other terms, the majority group must be made aware of the historical reality of past cultural and racial biases. Overcoming stereotypes is further complicated when students have few contacts with members of other racial groups, particularly when it is a matter of choice.

The truth is, all children are cheated when they study only one cultural tradition or master only one language. There are many advantages of a bilingual and bicultural education, not only in a choice of careers but from the point of view of developing the full potential of the individual. The grave social consequences of imposing a cultural change and focusing the blame for failure on minority groups which result in intensifying the old traditional methods are just as apparent. The educational process of transmitting cultural understanding and mutual respect is complex because it requires us to come to terms with situations that are in conflict with our own values. In view of American moral and political commitments at home and to people all over the globe, the resolution of such basic conflicts demands our immediate concern.

RECOMMENDATIONS

1. Inclusion of Oriental-Americans within minority-group study programs.

2. Inclusion of Oriental reference materials within state bibliographies and handbooks.

3. Recruitment by school districts of Oriental certificated employees as well as teacher aides.

4. Utilization of Oriental community resources in minority-group history, culture, and race relations programs.

5. Inclusion of the study of Oriental culture, along with other minority groups, in teacher training institutions.

Action Taken by The 1970 Representative Assembly

Background information:

The WEA Human Relations Committee believes that a strong WEA action program must be initiated now to reverse the deteriorating trend in the education of the American Negro, Mexican-American, American Indian, and Oriental-American. The recommendations contained in the 1968 De Facto Segregation Committee Report and the addendum report on American Negro, Mexican-American, American Indian and Oriental-American are directives which can assist in the resolution of current problems. Local education associations, individual school districts, Office of the State Superintendent of Public Instruction and WEA must act on these recommendations so that corrective action can be initiated. If the education profession fails to act now it may be placed in a position in which it is unable to take constructive action at a later date when conditions have deteriorated to such an extent that leadership by educational forces will no longer be sought or accepted.

To assist with this implementation, the WEA Human Relations Committee has established an action program which will enable WEA to provide leadership in this crucial area which not only affects the education of Washington youth, but the social and political structures of our entire society.

RECOMMENDATION FOR ACTION

1. That the 1970 Representative Assembly adopt the addendum to the 1968 De Facto Segregation Committee Report.

2. That the Washington Education Association, within its operational structure, establish a Human Relations Department. The Human Relations Department should be adequately staffed to assist local education associations in developing local Human Relations programs; coordinate the education profession's Human Relations program with other statewide agencies; initiate programs in teacher training institutions which will more adequately prepare staff to understand and work with all racial groups; develop an effective minority-group recruitment program; influence publishers of educational materials so that their textbooks and educational materials more adequately reflect the culture and background of America's multi-racial society; and provide liaison with minority-group organizations to resolve ongoing minority-group educational concerns.

3. That the WEA support and develop a program of shared decision-making at the building level to assist students, faculties, administrations, and communities in influencing the decisions affecting curriculum, operational procedures, and due process for student, faculty, administration and community members.

4. That the WEA implement the policy adopted by the 1968 Representative Assembly:

> "That the WEA adopt recruitment, assignment, and promotior policies designed to achieve a multi-racial staff at all levels."

And further, to assist in this regard, the WEA Human Relations Committee recommends that WEA, by the fall of 1970, include minority representation on its professional staff.

5. That the WEA urge the Washington State Board of Education to develop and adopt accreditation standards for elementary as well as secondary schools and that accreditation standards include a requirement that school districts employ certificated and paraprofessional staff which reflects the racial makeup of the community served by the school district; and that minimum statewide ethnic ratios be established for all districts for certificated and paraprofessional staff which reflect the racial makeup of the state.

And further, that the accreditation standards require that a minority studies program be incorporated within elementary school curriculum and that a one-year minority studies course be a requirement for graduation at the secondary level.

6. That the Office of the State Superintendent of Public Instruction develop guidelines for school districts to assist them in the preparation of an intercultural educational program. These guidelines should provide for the development of priority needs within each school district and the development of a basic timetable for implementation. Every school district should designate a coordinator of intercultural education to assist in carrying out State Office guidelines. In school districts with student body enrollments of 10,000 or more and in intermediate school district offices, this should be a full-time position. The coordinator of intercultural education for each school district and intermediate school district office must be granted authority necessary to be effective in implementing intercultural educational programs.

7. That the WEA Legislation Commission, Teacher Education and Professional Standards Commission, Professional Rights and Responsibilities Commission, and other WEA committees and commissions incorporate appropriate recommendations as contained in this report in their 1970-71 Association program.

WEA HUMAN RELATIONS COMMITTEE

C. P. Johnson, chairman
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Jeff Dong (Pasco)
Leo Eberle (St. Martin's College Student WEA)
Cliff Foster (University of Washington)
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William Landreville (Seattle Teachers - ACT)
Don Phelps (Bellevue Community College)
Donald Walker (Seattle Principals)
George Sparks (Spokane)
Don Johnson, staff consultant

Ex-Officio
Warren Burton, Office of the State Superintendent of Public Instruction
Miss Mary Kashiwagi, NEA-ACT Forum
(continued)

Seymour Kaplan, Anti-Defamation League of B'nai B'rith
Win Whitman, State Board Against Discriminatio
Cliff Freeman, Northwest Educational Research Laboratory.